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Applications
Mini Unit Overview

In this unit, students will explore different options for a postsecondary career pathway. They will be given opportunities to explore and research these and begin the application process. This unit will also give students a structure for application work days, including helping students set goals and keep track of tasks along the way.

Applications gives students the opportunity to develop and explore the following Key Factors and Foundational Components that are outlined in Foundations for Young Adult Success by The University of Chicago's Consortium on Chicago School Research.

- **Agency** is the ability to make choices about and take an active role in one's life path, rather than solely being the product of one's circumstances. Agency requires the intentionality and forethought to derive a course of action and adjust course as needed to reflect one's identity, competencies, knowledge and skills, mindsets, and values.
- **Knowledge** is sets of facts, information, or understanding about oneself, others and the world. Skills are the learned abilities to carry out a task with intended results or goals.
- **Values** are ideals or beliefs about what is good or bad and what is desirable or undesirable. They are important, enduring, and often culturally defined. Values develop through a process of exploration and experimentation, where young people make sense of their experiences and refine what they hold as important ideals.

Applications will allow students to practice and develop mastery in the following Common Core State Standards and 21st Century Skills.

Common Core State Standards

- CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.11-12.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

21st Century Skills

- **Learning and Innovation Skills:**
  - Work creatively with others
  - Make Judgments and Decisions
  - Solve Problems
  - Communicate Clearly
  - Collaborate with Others
- **Information, Media, and Technology Skills:**
  - Access and Evaluate Information
  - Use and Manage Information
  - Apply Technology Effectively
- **Life and Career Skills:**
  - Adapt to Change
  - Be Flexible
  - Work Independently
  - Manage Goals and Time
  - Interact Effectively with Others
  - Work Effectively in Diverse Teams
  - Manage Projects

- Produce Results

Applications
At-A-Glance Calendar

Day 1	Day 2	Day 3	Day 4	Day 5
Activities: • My postsecondary pathway gallery walk • Road Trip Nation career pathways exploration	**Activities:** • Chicagoland Career Pathways exploration	**Activities:** • Military branch group research presentation	**Activities:** • "Reasons for Dropping Out of College" Jigsaw • Hard Facts discussion	**Activities:** • Best fit for college brainstorm • Determining your match school
Materials: • Chart paper • Sticky notes • Gallery walk handouts • Computers • Road Trip Nation handout	**Materials:** • Computers • Handout	**Materials:** • Computers • Handout	**Materials:** • "Reasons for Dropping Out of College" article • Chart Paper • Markers • Handouts	**Materials:** • Match school handouts • Selectivity chart

Day 6	Day 7	Day 8	Day 9	Day 10-16
Activities: • Searching for and discovering match schools	**Activities:** • Match college search presentation project	**Activities:** • Match college search presentation project continued	**Activities:** • Intro to the college application process	**Activities:** • Intro to the college application process
Materials: • Computers • Handouts	**Materials:** • Computers • Match college search handout	**Materials:** • Computers • Match college search handout	**Materials:** • Steps to a College Application handout • Application task list • Action planning handout	**Materials:** • Steps to a College Application handout • Common App instruction

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Preparing for Postsecondary Success
My Postsecondary Pathway

Day 1

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What interests, skills, or passions do you have that you'd like to explore more after high school? How would you go about learning how to research career pathways that incorporate them?

Activity

ARC Objectives:
- **(A) Tink. Understand**: Think beyond what is currently possible
- **(A) Choose. Lead**: Considers how decisions will affect their future (agency)
- **(R) Describe & Evaluate. Discover**: Identify obstacles that create a fixed mindset

Timing: 30-35minutes

Resources/Materials:
- Chart Paper
- Sticky Notes
- Computers
- Gallery walk handouts
- Road Trip Nation handout

Knowing the Options: Today students will explore different postsecondary pathways that they might be interested in taking after high school and reflect on which pathways they want to learn more about.

Definitions Gallery Walk: Review the brief definitions of each pathway with the class before they begin the gallery walk. Print the handouts for each pathway to hang up for the gallery walk.

- **College Degree:** You can earn a college degree at an institution by taking classes to obtain an associate's or bachelor's degree as a first step toward pursuing a career. Some schools also offer certificates and other programs that involve classes but do not lead to an associate's or bachelor's degree.
- **Progressive Pathways:** Programs designed to help you start on a pathway that enables you to make progress towards your career goals. These programs allow you to start earning money in two years or less because they require a two-year degree or less (often even less) for entry. Progressive pathways may include apprenticeships, trade programs, training programs, and credential programs.
- **Military:** You can join one of the six branches of the United States Armed Forces. Each branch has different roles and responsibilities and therefore offers different job opportunities. The military also offers education and job opportunities that allow members to pursue additional education during or after their service in the military.

For each pathway have the students review the materials at the gallery walk and use sticky notes (or write directly on the chart paper) and write at least one answer to each question:

- What interests you about this pathway?
- What questions do you have about this pathway?

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	Road Trip Nation Roadmap Tool: Students will explore the career profiles of people that spark their interest. They will uncover the educational pathway that person took into their career.
	
	https://roadtripnation.com/roadmap
	
	● Click “Choose Your Interests” and follow the interest prompts
	● Select “Okay” when it says “Welcome to Your Dashboard”
	● Under the “Leaders Matching Your Roadmap” section scroll through the options and select a person whose career and life story interests you.
	● Students will examine the education this person pursued that led them to their current career.
	  ○ What type of education do they have (college, progressive pathway, military, none, or other)?
	  ○ Was the education pathway they took a requirement for the career they are in?

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Which of the three pathways (college, progressive pathways, military) could you see yourself realistically taking? What about that pathway interests you?

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Name: _____ Date: _____

Preparing for Postsecondary Success

My Postsecondary Pathway

Day 1

Directions: Print out and cut the definitions and examples of each pathway for the gallery walk

College: You can earn a college degree at an institution by taking classes to obtain an associate's or bachelor's degree as a first step toward pursuing a career. Some schools also offer certificates and other programs that involve classes but do not lead to an associate's or bachelor's degree.

School: City Colleges of Chicago- Malcolm X	
Degree Types	Associate's degree and certificates
Location	Near West Side: 1900 W Jackson Blvd
Specialties	Health science degrees. Specialty training using their state of the art virtual hospital.

Name: _____ Date: _____

Preparing for Postsecondary Success

My Postsecondary Pathway

Day 1

Progressive Pathways: Programs designed to help you start on a pathway that enables you to make progress towards your career goals. These programs allow you to start earning money in two years or less because they require a two-year degree or less (often even less) for entry. Progressive pathways may include apprenticeships, trade programs, training programs, and credential programs.

Program: Jane Addams Resource Corporation (JARC)	
Degree Types	Careers in Manufacturing Programs including mechanical assembly, 3-D printing, welding and more.

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Location	Three locations, one on the north side, one on the west side, and one on the south side
Program Benefits	All programs are free and also provide free tutoring. All programs are 20 weeks or less.

Student Experience: Cierra (adapted from the JARC website)

Before Cierra discovered JARC, she was in a series of dead-end, low paying jobs with no opportunity to advance. She planned to move back to Chicago to be with family, but she did not want to continue working as a server or warehouse employee. She had been interested in welding for a while, but the length of training time plus the cost of schooling was never an option for her. Since JARC offers training for free, Cierra was able to work while attending the program.

"What really impressed me was that JARC is a different kind of program. It isn't just, 'Oh come learn to weld and then we will never see you again.' It considers the whole person." Cierra took advantage of JARC's financial coaching and informational Friday classes where trainees learn about job readiness and banking. With JARC's help, she was able to get Medicaid for herself and her husband. "That was extremely helpful because I soon became pregnant, so that helped out a great deal."

The biggest challenge Cierra faced during training was the initial period of learning how to weld. Learning how to properly use all the equipment and tools took some time, but eventually she felt more comfortable, confident, and safe. She came to love welding. "You don't just learn to weld, you learn to do a bunch of related skills." She enjoyed challenging herself to learn new things.

Cierra describes welding as meditative. "A lot of people think of trade jobs as dirty jobs and grunt work, but these skills require a lot of focus and knowledge. I definitely think welding requires focus, dexterity, hand-eye coordination, and all your other senses. I think one of my favorite parts of doing a good weld is knowing it's good while you're doing it."

In her training program, Cierra was impressed with the camaraderie between fellow trainees. "The biggest lesson I learned was asking for help." The trainees who had been there longer were willing and invested in teaching newer trainees. The positive atmosphere this created enriched her training experience. "Not only were they happy to help, but they actually took time to make sure I understood, so it showed me it's OK to ask for help."

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Name: _____ Date: _____

Preparing for Postsecondary Success

My Postsecondary Pathway

Day 1

Military: You can join one of the six branches of the United States Armed Forces. Each branch has different roles and responsibilities and therefore offers different job opportunities. The military also offers education and job opportunities that allow members to pursue additional education during or after their service in the military.

Military Branch: Navy	
Branch Summary	The U.S. Navy protects America at sea and spans 82 international ports and the open ocean. The Navy trains and equips Naval forces for sea control and security.

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Job Opportunities	• Business and logistics • Construction • Electronics and technology • First responders • Industrial and mechanical • Intelligence • Legal • Medical • Special operations
Program Benefits	Four years of college tuition, free housing, stipend for living expenses, healthcare access and more.

Job Spotlight: Navy Information Systems Technician

Information Systems Technicians manage communication operations and networks aboard Navy vessels, and play a vital role in everything from electronic mail systems to special intelligence and information warfare systems. There are two types of Information Systems Technicians depending on whether you choose to serve on ships or submarines. Responsibilities may include:

- Establishing, monitoring and maintaining radio frequency communication systems
- Operating and maintaining global satellite telecommunications systems
- Transmitting, receiving and storing all incoming and outgoing messages
- Managing and coordinating information systems security across platforms and fleets
- Designing, installing and operating wide-area-networks, computer systems and associated devices
- Performing network system administration, maintenance and training and manage network security
- Installing applications, troubleshooting user problems and providing training and assistance with use of computer hardware and software
- Writing programs to collect and distribute data for a variety of applications
- Ensuring the proper security and handling of communications materials, systems and equipment
- Performing diagnostics and data recovery operations and maintaining logs

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Preparing for Postsecondary Success

My Postsecondary Pathway

Day 1

Road Trip Nation Activity Directions:

- Go to: https://roadtripnation.com/roadmap
- Click “Choose Your Interests” and follow the interest prompts
- Select “Okay” when it says “Welcome to Your Dashboard”
- Under the “Leaders Matching Your Roadmap” section scroll through the options and select a person whose career and life story interests you
- Read through their profile (and video if there is one) and review the education that this person has that led them to their current career.

Industry Leader Name:

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- What type of education does this person have? (college, progressive pathway, military, none, or other)

- Was the education pathway they took a requirement for the career they are in?

- What other experiences in their life lead them to their career pathway?

Name: _____ Date: _____

Preparing for Postsecondary Success

My Postsecondary Pathway

Day 1

Industry Leader Name:

- What type of education does this person have? (college, progressive pathway, military, none, or other)

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- Was the education pathway they took a requirement for the career they are in?

- What other experiences in their life lead them to their career pathway?

Preparing for Postsecondary Success
Exploring Progressive Pathways

Day 2

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** When you consider the different postsecondary pathway options, does pursuing a progressive pathway option interest you? Why or why not?

Activity

ARC Objectives: ➕ **(A) Tink. Understand**: Think beyond what is currently possible ➕ **(A) Choose. Lead**:	**Exploring Progressive Pathway Options**: Chicagoland Career Pathways is an online directory of vetted and recommended progressive pathway options in the Chicagoland area. Students will use the site to explore some of these programs.

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Considers how decisions will affect their future (agency) **Timing:** 30-35minutes **Resources/Materials:** ○ Computer ○ Handout	Directions: ● Students should follow the directions on the handout to log on to the Chicagoland CareerPathways site and select two progressive pathways programs that they will explore. ● Students will use the graphic organizer to answer questions and explore each program. ● Students will then reflect on the programs that they researched and their experience using the website.

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** How can the Chicagoland CareerPathways website help you explore postsecondary options for life after high school? Which of the programs that you researched today do you want to learn more about?

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Preparing for Postsecondary Success **Day 2**

Exploring Progressive Pathways

Directions:

- Go to www.careerpathways.net
- Click "Find a Program" on the home page
- Click on the "Career Field" drop down menu and select an option that sounds interesting to you
- Click on the "Eligibility," "Affordability," and "Accessibility" drop downs to view criteria you may way to filter your results by.
- Hit the "Search" button to view the programs that match your search. Select the "Details" button to learn more about a program.

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- Select two different programs to explore and answer the prompts below for each program.

Program Name:	
Location:	How much will you earn or spend?
Length of Program:	What eligibility requirements are there?
Virtual or In-Person?	
What is one of the resources the program offers that you might be interested in? Why?	
What could this training lead to?	

Program Name:	
Location:	How much will you earn or spend?
Length of Program:	What eligibility requirements are there?
Virtual or In-Person?	

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What is one of the resources the program offers that you might be interested in? Why?
What could this training lead to?

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Preparing for Postsecondary Success
Exploring Military Pathways

Day 3

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** When you consider the different postsecondary pathway options, does pursuing the military interest you? Why or why not?

Activity

ARC Objectives: ➕ **(A) Tink. Understand**: Think beyond what is	**Quick Brainstorm:** Ask students if they can name the different branches of the U.S. military. Record their responses on the board. After brainstorming if

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currently possible ➕ **(A) Choose. Lead**: Considers how decisions will affect their future (agency) **Timing:** 30-35minutes **Resources/Materials:** ○ Computer ○ Chart Paper ○ Markers ○ Handout	any are missing, add the others to the board and correct any wrong answers (Air Force, Army, Coast Guard, Marines, Navy, Space Force). **Group Research on Military Branches**: ● Split the class into six groups and assign each a branch of the military. Students will research the basics of their branch to present out to the class. You can choose how you want students to present (chart paper, slides, etc.). ● Students will research information in each of these categories for their assigned branch: Age, ASVAB scores, physical requirements, boot camp, background check, and tattoos. ● The following are very helpful research websites. You can have students use additional resources or print off resources from these sites if you prefer: ○ Department of Defense ○ Careers in the Military ○ Today's Military ● Each group will select 1-2 representatives to present out to the class.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Is the military a postsecondary pathway you're interested in learning more about? Why or why not?

Name: _____ Date: _____

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Preparing for Postsecondary Success **Day 3**

Exploring Military Pathways

Directions:

- Your teacher will assign your group one branch of the military to research.
- There are many helpful online resources you can use including the following websites:
  - Department of Defense
  - Careers in the Military
  - Today's Military

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Military Branch:	
Description of Military Branch:	
Age	
ASVAB Test Score	
Physical	
Boot Camp	
Background Check	
Tattoos	

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Preparing for Postsecondary Success
My Best Fit for College

Day 4

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: How many of your family members went to college? Who are some other people you know who have already gone to college? How can these individuals help you when you come in contact with challenges or obstacles that get in your way? If none of your family members went to college, do you feel that this is an obstacle in itself, or is it motivation for you? Explain your answers.

Activity

ARC Objectives:
➕ **(A) Tink. Understand**:

Knowing the Odds: Today students will explore all of the odds that are stacked against them. It is important for them to know the truth about how

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Think beyond what is currently possible

- ➕ **(A) Choose. Lead**: Considers how decisions will affect their future (agency)
- ➕ **(R) Describe & Evaluate. Discover**: Identify obstacles that create a fixed mindset

Timing: 30-35minutes

Resources/Materials:

-
- Jigsaw Instructions
- Chart Paper
- Markers

competitive the world is once they get out of school and the barriers that they will face once they make it to college. Only then can they face the challenges head on. As you discuss these subjects with students, make sure to reassure them that it will be hard, but knowing what they are up against will help them prepare for success. Knowledge is their key to success.

Discussion: Lead a discussion based on the following questions:

- What do you think are the top three reasons students dropout of college?
- What do you think the percentage is of minority students to graduate college with a bachelor's degree in 6 years? Keep in mind it should only take 4 years to graduate with a bachelor's degree.
- How can knowing the obstacles that you will most definitely face help you? How can it hurt you?

Jigsaw: Students will practice being solution oriented in their jigsaw groups today.

- Put students into 5 groups and assign each group one of the "Top 5 reasons students dropout of school" Article.
- Give students a piece of chart paper and the questions to guide their work
- Each group will report out on the reason that they have been assigned, some of the obstacles this reason can present to students, and at least three solutions to the obstacle.
- Allow students time to work as a group
- When students have completed their charts, have each group report out to the class.

The Hard Facts: Show students the graphic about graduation rates among students in college and have them answer the following questions either in writing or verbally:

- What does this mean for you?
- What is wrong with these numbers?
- How can you work to change these numbers?

Closing

Timing: 5-8 Minutes

Closing Reflection: Choose one of the top 5 reasons that students drop out of college that you are most worried about on your pathway to success. How does this affect your current life? How do you see it affecting your

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Resources/Materials: ○ Closing Reflection on display	post-secondary life?

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[redacted]

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Opening

Timing: 5-8 Minutes

Resources/Materials:

- Journal prompt on display

Journal: What type of college or postsecondary environment do you want to be in? Do you want to be with people who are like you (race, personal interests, etc.) or are you ready to branch out? Do you want to be in a small town or a big city? Why do these types of questions matter?

Activity

ARC Objectives:

- ➕ **(A) Practice. Discover**: Experience new skills by watching and mirroring others
- ➕ **(R) Connect. Understand**: Identify/define connections between new ideas/ experiences and personal values

Timing: 30-35minutes

Resources/Materials:

- White board or chart paper
- Markers
- Definition of Safe, Match, and Reach
- Practice Sheet for Determining Match school
- Determining YOUR Match and Reach Schools sheet
- Selectivity Chart of the Top 10 Schools Attended by CPS students

Defining Safe, Match, Reach, and Fit Schools: Today students will begin to explore the difference between Safe, Match, Reach, and Fit schools. It's extremely important that they see the difference between all of these different schools and that they are mindful of this when applying to schools.

Brainstorming: First, generate a list of details students will want to consider when applying for school. You can do this activity in gallery walk format, or have a student recorder list the ideas under the different categories.

- Either on chart paper or the white board, write the following categories:
    1. Classrooms
    2. Campus Environment
    3. Racial Diversity
    4. Cost
    5. Location
    6. Social Life
    7. Instructors
    8. Extra Curricular Activities
- Have students list all of the possible preferences they have under the different categories.
- This will give students a chance to think about how these categories will affect their well-being and their chances of success during college.
- Explain to students that determining the right school for them as individuals is determining their FIT school. It goes beyond test scores and GPA—their FIT school is the one that gives them all of their academic and social/emotional needs.

Safe, Match, and Reach Schools: The other consideration besides fit, is which schools students will be accepted to and which schools they will

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	succeed in. Today, they will learn the definitions to safe, match and reach schools. • Give students the brief definitions of Safe, Match, and Reach Schools and tell them today, they will focus on Match and Reach schools • Start by leading students to understand what a Match school is. • Project the Selectivity Index chart for them and discuss the different sections. • Give them the practice sheet to determine Joseph's match school. Use this as a model, so complete with the whole class. • Have students complete the Determining Your Match School using their personal academic information • Show students the chart with the Top 10 Schools attended by CPS students to give them an idea of what types of schools are nonselective, selective, etc. • Students will complete the forms and the teacher will record their selectivity categories for work in the future when applying for schools.

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is the benefit of knowing your Safe, Match and Reach schools before you start applying to schools? How can knowing where you stand be a useful tool in your success planning?

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Defining Safe, Match, and Reach Schools

There is no rule that dictates how many colleges you may apply to.

If you're willing to pay the application fees, you can apply to dozens. But that's a poor strategy. Take the time to research and you'll be able to whittle your initial list down to a manageable number of schools.

Once you know what you're looking for, you can start crafting a list of colleges that fit your specifications. Don't include a school on your list that you wouldn't be willing to attend. As your list takes shape, include schools that fall into one of the following three categories: **match**, **reach** and **safety**.

A **match** school is one where your academic credentials fall well within (or even exceed) the school's range for the average freshman. There are no guarantees, but it's not unreasonable to be accepted to several of your match schools.

A **reach** school is one where your academic credentials fall below the school's range for the average freshman. Reach schools are long–shots, but they should still be possible.

A **safety** school is one where your academic credentials fall above the school's range for the average freshman. You can be reasonably certain that you will be admitted to your safety schools.

You will be applying to schools from each category (many applicants apply to around three reach schools, three match schools and two safety schools). Separating them will help you manage your expectations throughout the admissions process. And it will ensure that you set ambitious goals and give yourself some back–up options.

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Practice Finding "Match" Schools

- Joseph got a 780 on his SAT in the spring of junior year. He plans to study hard to get his score to at least a 900 by October of his senior year.
- Joseph's GPA at the end of 2nd semester in his junior year is a 2.8. He is working hard to raise his GPA to a 3.1 by the end of first semester his senior year.

1. What is Joseph's Selectivity Category for his match schools at the beginning of his senior year?

2. If Joseph reaches his improvement goals, what will be his new Selectivity Category for his match schools by the end of first semester his senior Year?

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Preparing for Postsecondary Success

Determining YOUR Match and Reach Schools

Day 5

To begin practicing finding your Match schools, find your Selectivity Level and choose some schools to look into that are listed on the Illinois Schools at Different Selectivity Levels.

1. What is your current cumulative GPA?
2. What is your current SAT score?
3. Based on this information, what is your current Selectivity Range?

Look at the list on the Illinois Schools at Different Selectivity Levels and choose three to do more research on in the next couple of days. List these schools below:

-
-
-

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Name: _____ Date: _____

Preparing for Postsecondary Success

Examples of Illinois Schools at Different Selectivity Levels

Day 5

From UChicagoCCSR's The Educational Attainment of Chicago Public School Students

Preparing for Postsecondary Success

Discovering Match Schools

Day 6

Opening

Timing: 5-8 Minutes **Resources/Materials:**	**Journal**: Use the selectivity chart from yesterday to determine your own college selectivity level.

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○ Journal prompt on display	

Activity

ARC Objectives: ➕ **(A) Choose. Discover**: Recognize constraints/ weaknesses; recognize advantages/ strengths ➕ **(A) Tinker. Understand**: Experiment with new ideas **Timing:** 30-35minutes **Resources/Materials:** ○ Student Selectivity Levels ○ Computers ○ College Search Info Sheets	**Appily College Search:** Students will use Appily (formerly known as College Greenlight) to discover match and fit schools that they might be interested in. Instructions: ● Go to www.appily.com/colleges ● Use the filters on the left side of the page to narrow down the results and see schools that are considered and match and fit based on the criteria. ● Students will use the prompts on the handout to find some basic information on at least three match schools that they are interested in. Note: You can also use the new CPS website, SchoolLinks. When Embarc has more information on SchoolLinks we will include instructions on how to access the college search function.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is one school that you discovered today that you're interested in learning more about? What about that school stuck out to you? What is one thing you'd like to learn more about?

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Preparing for Postsecondary Success **Day 6**

Discovering Match Schools

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In order to continue to understand which colleges best suit your needs, use Appily using the instructions below. Feel free to try a few different searches so that you can weigh your options.

1. Go to www.appily.com/colleges
2. Use the filters on the left side of the page to narrow down the results and see schools that are considered and match and fit based on the criteria.
3. Use the prompts below to find some basic information on at least three match schools that you are interested in.

Match School:	
Admissions Requirements:	Based on the information, do you "match" this school's admission requirements?
Why might it be a good fit?	

Match School:	
Admissions Requirements:	Based on the information, do you "match" this school's admission requirements?
Why might it be a good fit?	

Match School:

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Admissions Requirements:	Based on the information, do you “match” this school’s admission requirements?
Why might it be a good fit?	

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Preparing for Postsecondary Success
My Best Fit for College

Day 7

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What is the most important aspect of choosing a college? Finances? Location? Size? Why is this so important to you? How can knowing which schools match you in terms of scores help you to narrow your list in a way that you can then begin choosing schools that sound most appealing to you in these other areas?

Activity

ARC Objectives:
- ➕ **(A)Choose. Discover**: Recognize constraints/ weaknesses; recognize advantages/strengths
- ➕ **(A) Choose. Lead**: Weigh values; make decisions
- ➕ **(A) Choose. Lead**: Considers how divisions will affect their future (agency)

Timing: 30-35minutes

Resources/Materials:
- Student Selectivity Levels
- Computers
- Match College Search Presentation Sheets

Today students will look even deeper into the Match schools that they found yesterday. The information they find today may help them to decide if they would actually like to apply to the schools within their Match range, or if they need to continue to look for schools that align with their postsecondary needs.

NOTE: Make sure that students have chosen Match schools before they begin doing this research.

- Let students know that after working on several components of their postsecondary plan, they will be presenting their work to their peers.
- Go over the instructions on the research sheets with students. They can continue to use Appily for their research or other resources like SchoolLinks.
- Check with students to make sure they are researching the appropriate schools.
- Once schools have been approved, give students the College Search Presentation Project sheets.
- Allow students the remainder of the class period today to discover information on their Match schools.

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Closing	
Timing: 5-8 Minutes **Resources/Materials:** Closing Reflection Accountability Partners	**Closing Reflection:** Put students into their Accountability Partner pairs and have them share about one of the schools they are researching. They should highlight something positive they discovered about the school and one thing that surprised them.

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Name: _____ Date: _____

Preparing for Postsecondary Success

Match College Search Presentation Project

Day 7

After you have pinned several schools that are your match schools, dig a little deeper to find information that will be valuable to you when you go to apply to schools. You will eventually create a PowerPoint, Prezi, or other digital presentation that informs the class about these two schools you may be interested in, but today and tomorrow, just take time to complete the information forms. Use Appily or other resources your teacher might share.

School Name:	
SAT Required?	SAT Scores: GPA:
List 2 majors you would like to study?	Does the school have these majors?
List 2 different sports or activities you would like to participate in when you attend this school?	Does this school have these sports or activities?
Is this school a university, college, or two year institution?	How many students attend?
Who studies there? Consider race, gender, professional interests?	What is the difference between in-state or out-of-state tuition?
Where is this school located? Consider climate, distance from home, and setting	What type of housing is available?
What other interesting information did you find that made you interested in this school?	

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Preparing for Postsecondary Success
My Best Fit for College

Day 8

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Has understanding your Selectivity Range helped you in making more informed decisions about which colleges to apply to? Is there anything about your Selectivity Range that feels like a barrier to you? If so, how can you keep a positive mindset and use this barrier as an opportunity to grow now and in the future?

Activity

ARC Objectives:
- ➕ **(A) Choose. Discover**: Recognize constraints/ weaknesses; recognize advantages/strengths
- ➕ **(A) Choose. Understand**: weigh values; make decisions
- ➕ **(A) Choose. Lead**: Considers how decisions will affect their future (agency)

Timing: 30-35minutes

Resources/Materials:
- Student Selectivity Levels
- Computers
- Match College Search Presentation Sheets

Today students will continue to look even deeper into the Match schools that they have found so far in their college search. The information they find today may help them to decide if they would actually like to apply to the schools within their Match range, or if they need to continue to look for schools that align with their postsecondary needs.

NOTE: Make sure that students have chosen Match schools before they begin doing this research. They should not be looking into colleges that do not fit into the Match Selectivity Range. Ensure them that they will be applying to Reach and Safe schools later.

- Remind students know that after working on several components of their postsecondary plan, they will be presenting their work to their peers.
- Check with students to make sure they are researching the appropriate schools, especially if they have moved on to their second school.
- Once schools have been approved, give students the second College Search Presentation Project sheet (from yesterday's lesson)
- Allow students the remainder of the class period today to discover information on their Match schools. Have students complete this form for at least two Match schools.

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Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Put students into their Accountability Partner pairs and have them share about the second school they researched. They should highlight something positive they discovered about the school and one thing that surprised them.

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Preparing for Postsecondary Success
The Application Process

Day 9

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** Would you consider yourself to be a "planner"? Why or why not? How can planning out a potentially stressful process benefit you? What are the possible outcomes of NOT planning for a potentially stressful process?

Activity

ARC Objectives:

➕ **(A) Contribute. Understand**: Create a plan of action to achieve a goal

Timing: 30-35minutes

Resources/Materials:

- Steps to a College Application
- Goal Setting Sheets
- Application Tracking Form/Checklist

Introduction to the College Application Process: Students have now had time to think about their strengths and have had time to develop their personal statements. They have also had time to gather letters of recommendation from at least one teacher. They know their selectivity range and have researched some schools of interest. They will begin to use their new knowledge over the next several days to apply to schools. Today students will learn about the different components to college applications and they will set timeline goals for their applications.

- Give students the "Steps to a College Application" and read aloud with students.
- Tell students that they will be applying to a minimum of 3 Match schools, 1 Safe Schools, and 1 Reach Schools. This is only a minimum, so students can apply to as many as they want, but these numbers will give them a base to work from. **Note:** Change this requirement based on the requirements of your school.
- Give students the timeline goal setting sheets for their applications and the application process checklist.
- Once they are done, have students turn and talk to a partner to share/compare their timeline goals.

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** How do you intend to keep up with the goals you set today? If you get behind, what are some things you can do to make sure you are meeting deadlines?

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Preparing for Postsecondary Success

Steps to a College Application

Day 9

College Applications have many steps and all applications are not the same. Read the sections below to see what you can expect from a typical college application. It will help you to know as much information about the process as possible before you begin completing applications.

To-Do Lists for Each College

- Each college on your match and reach (as well as a couple of safety) college list has a specific application (likely online). Even those that use the Common Application will likely have unique supplements that will be required.
- You will visit the admissions websites of the colleges you plan to apply to and make note of all documents and instructions necessary to complete an application for each college.
- You will need to create a "to-do" or "must include" list for each of your applications. These lists should include everything from completing the online application to sending your test scores (if necessary) and any additional forms required.

Fees & Waivers

- The average college application fee is now around $35, so applying to several colleges can be expensive for families. You may be eligible for waivers. The National Association for College Admission Counseling (NACAC) provides a form called the "Request for Application Fee Waiver" to be completed by students with the help of their high school counselor.
- Although most colleges and universities follow the general guidelines of the NACAC for determining fee waiver recipients, it is important to research the policies of the schools you are applying to, especially state institutions or systems—they may have their own forms and income guidelines.*The waiver can be found at: www.nacacnet.org

Personal Statements

- Most colleges and scholarship applications require a personal statement (sometimes called the personal essay) from applicants. Many require more than one essay answer. Most essay requirements are between 250-500 words.

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- Your personal statement is your best chance to differentiate yourself from other applicants to the same college and also to explain any perceived red flags in your application.

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Providing Personal Information

- College applications ask for a lot of information about you and your family. This section is here to make sure you have all of this information ready to go for whichever application asks for it.
- Categories of personal information include: your name and address, contact information, race/ethnicity, family size and background, highest levels of education attained in the family, high school information, academic courses and record, ACT/SAT scores, extracurricular activities and work history.

Supplemental Sections

- Colleges that accept the Common Application almost always request that applicants fill out what's known as a Supplemental Section.
- In the Supplement, the college may ask for more specific information about your reasons for applying to that college, and ask unique essay questions that you may have to answer from scratch; your personal statements from other applications may not suffice.

Transcripts & Secondary School Reports (SSRs)

- A completed college application will require the cooperation of several people other than you on your high school campus.
- All colleges will request an official copy of your high school transcript. Sometimes they will also request a Secondary School Report (SSR) which is an evaluation of your academic record in the context of your high school class' overall record.
- Both of these forms are completed and submitted on your behalf by your guidance counselor. Counselors need time to get these forms done for all of your colleges. You are not the only student applying! It is important to get these forms to your counselor EARLY to allow maximum time for completion.

Teacher Recommendation Forms

- Something that almost all colleges require of applicants is teacher recommendations. Usually, you need to submit two of them per every application.
- Teachers may write a general letter of support about you, but they will also have to complete a separate form for each college to send along with their letter.
- Teachers need time to complete these letters!

Midyear Report/Final Report

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- Some colleges require a mid-year report at the end of first semester, and a final report at the close of your senior year.
- These reports update the college on your progress through your senior year courses, and the grades you receive. They are completed and submitted by your guidance counselor.
- Colleges may make your admission decision dependent on how you maintain your grades. There is no ‘senior slump’ allowed!

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Name: _____ Date: _____

Preparing for Postsecondary Success

College Application Task List

Day 9

You will now begin the college application process and apply to safety, match, and reach schools.

This is only a minimum. You may apply to as many schools as you would like, but this will give you a base to work from. Sometimes less is more when applying to colleges. In order to keep track of your applications, you will use the sheet below **FOR EACH APPLICATION**.

School Name:

Safe - Match - Reach
(circle one)

TO DO LIST	DEADLINE	PRIORITY
As found on the admission page of the school's website	*list date for each item on the To-Do List*	***High**= Must do today* ***Medium**=Can wait a week,* ***Low**=Not due for at least a month*
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		

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12.		

Name: _____ Date: _____

Preparing for Postsecondary Success

Action Planning

Day 9

Directions: Using your task list, plan out your week. This will help you check off the items that you have completed and move on to other priorities.

Week of: _____

This week, I'm grateful for...

♡

♡

♡

WEDNESDAY

	X Done

MONDAY

	X Done

THURSDAY

	X Done

TUESDAY

	X Done

FRIDAY

	X Done

End of week Reflections:

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- **What did you do well this week?**
- **What can you do better next week?**
- **How are you going to hold yourself accountable next week?**

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Preparing for Postsecondary Success
The Application Process

Day 10

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Senior year is full of stress. List a few of the stresses you are dealing with. What are some of the things you do to manage stress? Share some of your ideas with the class and come up with some healthy ways to deal with all of the responsibilities and deadlines that are a part of senior year.

Activity

ARC Objectives:
- ➕ **(A) Contribute. Lead**: Execute a plan
- ➕ **(A) Choose. Lead**: consider how decisions will affect their future (agency)
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Computers
- Goal Setting Sheets
- Application Tracking Form/Checklist
- Common App Instructions

College Application Process Day 1: Today will begin 7 days of college application work time. Students will use their goal setting sheets and application checklists to make sure they are hitting their goals.

- Have students identify the first school they will be applying to so they can get started right away.
- Take students to the computer lab.
- Students should use SchoolLinks to add the college applications they have completed to their profile.

If you would like students to start by having them complete the Common Application, a Common App worksheet is included to walk them through that process.

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Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is one thing you did today to improve your chances of post- secondary success? What is one thing you want to do tomorrow to improve your chances of post-secondary success?

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Name: _____ Date: _____

Preparing for Postsecondary Success

Using the Common Application

Day 10

Preparing to Complete the Common App: Prior to starting the Common App you should have the following documents and information on hand to use when filling out the application:

- A copy of your transcript
- A list of your extracurricular activities and academic honors
- Your SAT score (if applicable)
- Parent/guardian information (including occupation, education level, and employment status)
- Name and email of the people writing letters of recommendation for you

Creating an Account:

- Go to https://apply.commonapp.org/createaccount
- Select "first-year student"
- Create login credentials and complete your registration information
    - You will need your name, address, phone number, and birthday
    - Type in your name exactly as it appears on your legal documents
- Select "create account"

Adding Colleges:

- Use the College Search tab to add the colleges you're interested in applying to. You can search by name or use the filters to explore different options.
- Add a college using the add button in the search results lists. You can also select and college and add them using the "Add to My Colleges" button from their info screen.
- Once you add a college you can see them on your Dashboard and in your My Colleges tab.
- You can add up to 20 colleges.

Recommendations:

- Many colleges have recommendation requirements. You can find more details on each college's "College Information" page.
- In order to invite recommenders to submit documents, select a college and select their "Recommenders and FERPA" sections.
- Complete the FERPA Release Authorization
- Select the "Invite Recommenders" button at the top of the screen.
- Add their name and email address to send them an email invitation inviting them to submit a recommendation for you.

Application Requirements:

- Each college requires you to complete common questions and add the name of your counselor, the rest of the requirements are unique to the school.
- In the My Colleges or College Search tab you can see the school's requirements.

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Preparing for Postsecondary Success
The Application Process

Day 11

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Who are some people that you can rely on as you encounter obstacles or rejections in the application process? How can these individuals help and support you? Who are some people you might want to avoid during this time?

Activity

ARC Objectives:
- ➕ **(A) Contribute. Lead**: Execute a plan
- ➕ **(A) Choose. Lead**: Consider how decisions will affect their future (agency)
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Computers
- Goal Setting Sheets
- Application Tracking Form/Checklist

College Application Process Day 2: Today is another day of student application work time. Students will use their goal setting sheets and application checklists to make sure they are hitting their goals.

- Have students identify the first school they will be applying to so they can get started right away.
- Take students to the computer lab.
- Students should use SchoolLinks to add the college applications they have completed to their profile.

Closing

Timing: 5-8 Minutes

Closing Reflection: What is one thing you did today to improve your chances of post-secondary success? What is one thing you want to do tomorrow to improve your chances of post-secondary success?

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Resources/Materials: ○ Closing Reflection on display	

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Preparing for Postsecondary Success
The Application Process

Day 12

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: Who are some people that you can rely on as you encounter obstacles or rejections in the application process? How can these individuals help and support you? Who are some people you might want to avoid during this time?

Activity

ARC Objectives:
- ➕ **(A) Contribute. Lead**: Execute a plan
- ➕ **(A) Choose. Lead**: Consider how decisions will affect their future (agency)
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Computers
- Goal Setting Sheets
- Application Tracking Form/Checklist

College Application Process Day 3: Today is another day of student application work time. Students will use their goal setting sheets and application checklists to make sure they are hitting their goals.

- Have students identify the first school they will be applying to so they can get started right away.
- Take students to the computer lab.
- Students should use SchoolLinks to add the college applications they have completed to their profile.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on display

Closing Reflection: What is one thing you did today to improve your chances of post-secondary success? What is one thing you want to do tomorrow to improve your chances of post-secondary success?

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Preparing for Postsecondary Success
The Application Process

Day 13

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Core Values Reflection #2: *Choose one* of the statements below to reflect upon based on the activities you have participated in and the projects you have completed during the first College & Career Exploration Unit. Use specific examples from the unit in your writing. As you reflect on this specific core value, describe the strengths you have demonstrated, the ways you would still like to improve, and action steps toward improvement.

Core Value: Courage

1. I strive to do my best, no matter what.
2. I seek feedback even when I'm nervous about what I will hear.
3. I stand for what is right.
4. I face setbacks with reflection and positivity.
5. I am eager to explore new things even in the face of fear.

Activity

ARC Objectives:
- ➕ **(A) Contribute. Lead**: Execute a plan
- ➕ **(A) Choose. Lead**: Consider how decisions will affect their future (agency)
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

College Application Process Day 4: Students continue to have time to

apply for colleges. Students will use their goal setting sheets and application checklists to make sure they are hitting their goals.

- Take students to the computer lab.
- Students will use Naviance as a platform to access college and admission pages.
- As students work through the application process,they should record all of the necessary information in their Naviance accounts under the "Colleges" tab. They will click on "Colleges I Am Applying To" and enter all necessary information. Tell students that this is extremely important because they will forget some information once they have applied to multiple schools.

Note: As students progress through this process, be sure to check on the following:

- Students are registering the colleges they have applied and all the necessary information on Naviance

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Resources/Materials: ○ Computers ○ Access to Naviance ○ Steps to a College Application ○ Goal Setting Sheets ○ Application Tracking Form/Checklist	• Students are managing their time so that they are able to apply to the minimum number of schools • If schools they are applying to require personal statements, students are working on revising/creating a personal statement that will fit the prompt

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is one thing you did today to improve your chances of post- secondary success? What is one thing you want to do tomorrow to improve your chances of post-secondary success? **Teacher Note:** This is the same exit ticket for the entire application process. Encourage students to write about different things. Reflection is a key component to constant improvement.

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Preparing for Postsecondary Success
The Application Process

Day 14

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Core Values Reflection #3

Core Values Reflection #3: Choose one of the statements below to reflect upon based on the activities you have participated in and the projects you have completed during the first College & Career Exploration Unit. Use specific examples from the unit in your writing. As you reflect on this specific core value, describe the strengths you have demonstrated, the ways you would still like to improve, and action steps toward improvement.

Core Value: Drive

1. I enthusiastically pursue success.
2. I come prepared and I am organized.
3. I pay careful attention and resist distraction.
4. Once I set a goal, I don't stop until it is accomplished.
5. I believe effort will improve failure.
6. I view failure as opportunity.

Activity

ARC Objectives:
- ➕ **(A) Contribute. Lead**: Execute a plan
- ➕ **(A) Choose. Lead**: Consider how decisions will affect their future (agency)
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

College Application Process Day 4: Today is another day of student application work time. Students will use their goal setting sheets and application checklists to make sure they are hitting their goals.

- Have students identify the first school they will be applying to so they can get started right away.
- Take students to the computer lab.

Students should use SchoolLinks to add the college applications they have completed to their profile.

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Resources/Materials: ○ Computers ○ Steps to a College Application ○ Goal Setting Sheets ○ Application Tracking Form	

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is one thing you did today to improve your chances of post- secondary success? What is one thing you want to do tomorrow to improve your chances of post-secondary success? **Teacher Note:** This is the same exit ticket for the entire application process. Encourage students to write about different things. Reflection is a key component to constant improvement.

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Preparing for Postsecondary Success

The Application Process

Day 15

Opening

Timing: 5-8 Minutes

Resources/Materials:

- Core Values Reflection #4

Core Values Reflection #4: Choose one of the statements below to reflect upon based on the activities you have participated in and the projects you have completed during the first College & Career Exploration Unit. Use specific examples from the unit in your writing. As you reflect on this specific core value, describe the strengths you have demonstrated, the ways you would still like to improve, and action steps toward improvement.

Core Value: Curiosity

1. I seek new experiences.
2. I strive to learn new things for my own sake.
3. I practice until mastery is achieved.
4. I ask and answer questions to deepen my understanding of a topic or idea.
5. I reflect and reevaluate to improve my performance.

Activity

ARC Objectives:

- ➕ **(A) Contribute. Lead**: Execute a plan
- ➕ **(A) Choose. Lead**: Consider how decisions will affect their future (agency)
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:

- Computers
- College Tracking Sheet
- Steps to a College Application

College Application Process Day 5: Today is another day of student application work time. Students will use their goal setting sheets and application checklists to make sure they are hitting their goals.

- Have students identify the first school they will be applying to so they can get started right away.
- Take students to the computer lab.
- Students should use SchoolLinks to add the college applications they have completed to their profile.

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Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** What is one thing you did today to improve your chances of post- secondary success? What is one thing you want to do tomorrow to improve your chances of post-secondary success? **Teacher Note:** This is the same exit ticket for the entire application process. Encourage students to write about different things. Reflection is a key component to constant improvement.

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Preparing for Postsecondary Success
The Application Process

Day 16

Opening

Timing: 5-8 Minutes

Resources/Materials:
- Journal prompt on display

Journal: What have you learned in the past several days about the college application process? What are some action items that you still need to take care of? What do you need support with? Be as detailed as possible for the last question.

Activity

ARC Objectives:
- ➕ **(A) Contribute. Lead**: Execute a plan
- ➕ **(A) Choose. Lead**: Consider how decisions will affect their future (agency)
- ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:
- Computers
- Steps to a College Application
- Goal Setting Sheets
- Application Tracking Form/Checklist

College Application Process Day 6: Today is another day of student application work time. Students will use their goal setting sheets and application checklists to make sure they are hitting their goals.

- Have students identify the first school they will be applying to so they can get started right away.
- Take students to the computer lab.
- Students should use SchoolLinks to add the college applications they have completed to their profile.

Closing

Timing: 5-8 Minutes

Resources/Materials:
- Closing Reflection on

Closing Reflection: What is one thing that you are really proud of that you have done during this application process? It can be related to goals, to attitude, or anything else you can think of.

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display	

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